TUNES FOR TODDLERS

TAUGHT WITH SCISSORS

A Nursery Piano Book

by

Rachel Crawford-Hazeltine

Cut Along This Line.

Piano Lessons Made Game for Tots by S. J. Woman

Making piano lessons a delightful game for little children is the aim of Rachel Crawford Hazeltine, wife of Dr. Karl Hazeltine of San Jose State college, in a nursery piano book which she has just put on the market after ten years of preparation.

The book is designed to teach children under six years of age to read music and locate the notes on the piano. It is a "cut out" book, with the illustrations drawn by Celesta Hobson of Berryessa. The artist and author attended college together.

Mrs. Hazeltine has had long experience with children, including five of her own. Her first memories of her own piano lessons inspired her to make them easier for her children. So she decided to make piano playing a "game."

Throughout the book runs a story of interest to children of nursery age. The book is illustrated with pictures built around the trebel and bass staffs, on which the characters climb. The children follow the story by cutting out the characters and standing them on corresponding keys of the piano. The positions of all the notes are explained in short rhymes easily remembered.

In this way the piano keyboard is presented as a story-puzzle. From her experience Mrs. Hazeltine declares that children will look forward to their "lessons" as pleasant games and piano playing will be made easy for them. In fact, they will learn about the keyboard and how to play from both the treble and bass staffs without realizing that they are being taught.

The book is large and clearly printed. It is being published in Boston and will be handled by music houses everywhere, Mrs. Hazeltine announces.

LOVINGLY DEDICATED TO
MY HUSBAND AND
MY LITTLE FAMILY.

Cut Along This Line.

TUNES FOR TODDLERS TAUGHT WITH SCISSORS

A Nursery Piano Book

BY

RACHEL CRAWFORD - HAZELTINE

Illustrated in part Lovingly Rachel

BY

CELESTA HOBSON

1.00

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Cut Along This Line.

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A WORD TO MOTHERS AND TEACHERS

It is a known fact that the child learns through satisfying activities.

This book of cut-outs introduces the very young child to the piano in a delightful way.

Tiny cut-out figures are placed on a staff which is called "The Country Fence." These figures have the names of notes; for instance, the chicken is C, the duck is D, the eagle is E, the farmer is F, the apple is A, the bumblebee is B.

Similar little cut-out notes are used to replace the figures, and the figures are placed in the corresponding note locations on the piano keyboard. This connects the written music with the instrument.

There is a continued story which keeps the child's interest keen and serves to impress the note locations on his mind. Each episode in the story may be considered as one lesson.

A keyboard puzzle has been arranged for the child to cut out. The directions for putting this puzzle together are given in a rhyme.

Rhymes run through the book. They tell about the finger numbers and explain the note locations on the staff.

An illustrated exercise completes each cut-out lesson. This is just the written form of the play the child has been having.

Cut Along This Line.

PREPARATION

As preparation for the study, a certain routine is followed:

First, the position of the hands, with the numbering of the fingers. A week or two should be given to this phase.

Second, the keyboard puzzle. A week should be given to the puzzle.

Third, the chart, which is the staff or "Country Fence," is to be cut out. The teacher should read the rhyme and explain the chart to the child.

Fourth, the continued story, with the cut-outs and rhymes. The lessons should be presented one at a time. A week should be taken for each presentation, and fifteen minutes each day allowed for play with the cut-outs and puzzle. The little exercises should be played each day.

The mother or teacher will understand just what her child can grasp. No limitations are placed on the progress any individual child can make, but for the average child of three and a half to four years, this study must be presented slowly.

It is hoped that the child will find enjoyment in cutting out the figures and placing them in their musical arrangements on the fence chart (the music staff) as well as on the piano.

The average mother can give this method to her child, as well as the music teacher. In fact, the older sister or brother will find many happy hours instructing the little ones this way. The instructions must be read carefully in order to be able to guide the child.

WHAT TO DO WITH THE HANDS

Place the child's hands palm down with the fingers spread out (in the space below which is designated for that purpose) and mark around them with a pencil.

Let the child lift his hands and have him count the fingers on each hand he sees in the drawing, beginning with the thumbs.

As the child learns the finger rhymes the teacher is to place the figure for that number on the drawing of the finger for which the rhyme is said. (1 on the thumbs, "Thumbkins," 2 on the index-fingers, "Pointers," 3 on the middle fingers, "Longmen," 4 on the fourth fingers, "Lazymen," 5 on the little fingers, "Tinys.")

GOOD HAND POSITION

Place the child's hands palm down as before on some flat surface, with the fingers spread out. Let the child draw his finger-tips back to a line with the thumbs. The wrists should be low and the fingers well curved.

A GOOD PRACTICE

Have the child place his hands in the good position he has learned and as he says the rhymes for each finger let him raise and lower that finger to the beat of the rhythm.

Cut Along This Line.

Place the hands palm down and draw around them. Place the number 1 on the thumbs and say this rhyme:

Thumbkin plays; it is such fun;
He plays when he sees number 1.

DIRECTIONS FOR THE USE OF THIS PUZZLE.

A—Cut out the puzzle.

B—There will be two parts that have two black notes and two parts that will have three black notes. There will also be a tiny guide.

C—Help the child observe the difference between these pieces of the puzzle. He will soon see two, and three.

D—Have the child look at the piano and see if he can find the corresponding groups of black notes.

E—Let the child place the parts of the puzzle that have two black notes over the keys of the piano that have two black notes. Do the same for the puzzle parts with three black notes.

F—Let the child see if he can place the puzzle parts together.

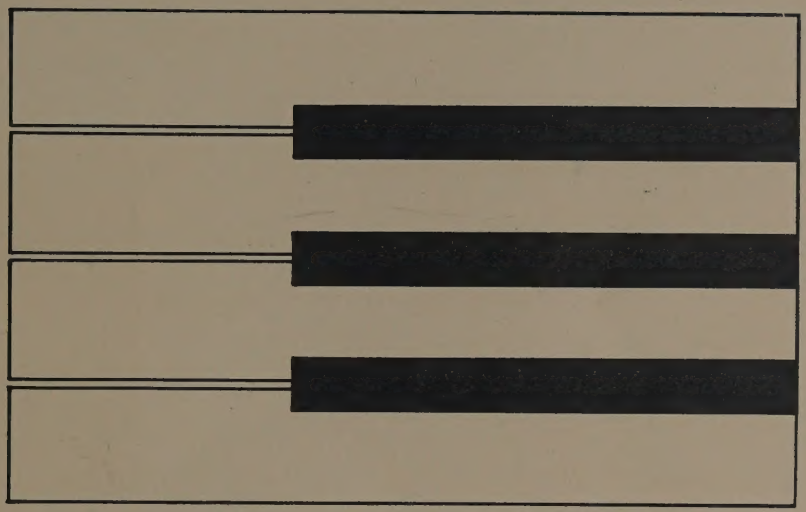
G—Say the puzzle rhyme and move your hands up and down the piano keyboard while the child observes.

Cut Along This Line.

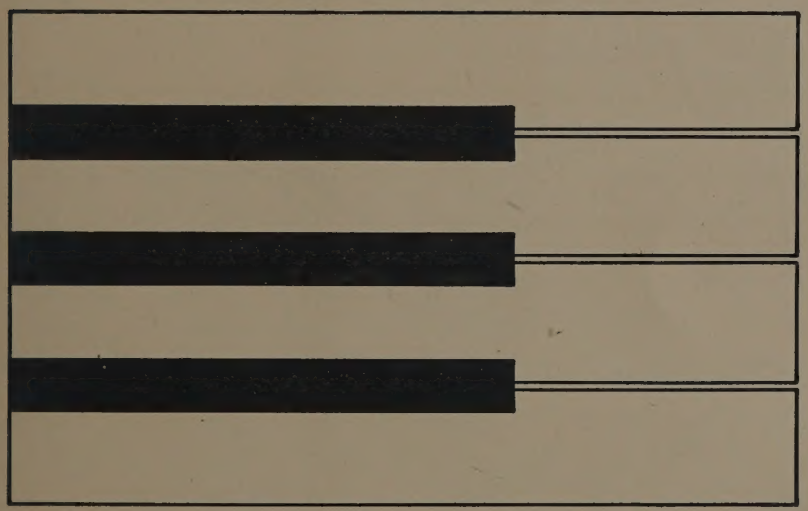
The rhyme—

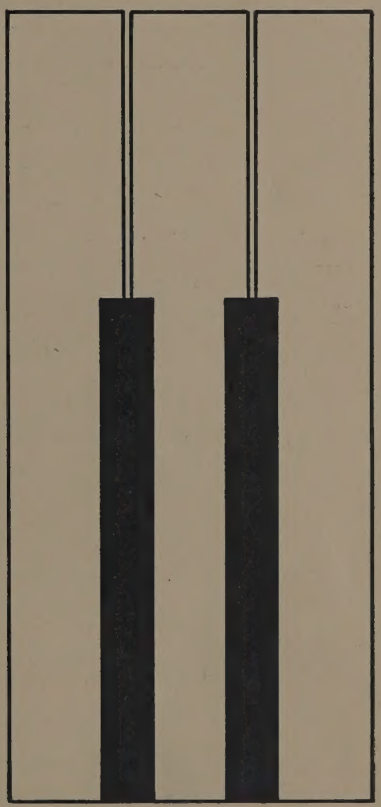
Keyboard is a long long street
in piano town,
You'll notice a peculiar thing
as you walk up and down.
The houses are arranged in groups
and this is right you see,
For the smaller one has two black notes
But the larger one has three.

Two,
Then three,
Then two,
Then three;
This is the way
The puzzle must be.



Two
Then three
Then two
Then three
This is the way the puzzle
must be.





THE STORY OF THE COUNTRY FENCE

The Chicken—

Once upon a time there was a farmer who lived on a hill.

This farmer had a garden, and he had some cows that wanted to eat the things in the garden.

So the farmer built a high fence all around the garden, and if you will look in the picture you will see the front part of the fence and the back part of the fence, and the garden between.

The farmer had a little chicken that used to scratch for worms in the garden.

Here is a rhyme about the chicken.

C—is for chicken so fat and so round,
A line through his middle,
He stands on the ground.

Cut Along This Line.

Exercise One

Sing I see the C

Cut Along This Line.

Keep the picture of the hands and the finger numbers constantly before the child.

The space below is for drawing the hands again. Place 1 on the thumbs and say the rhyme:

Thumbkin plays; it is such fun;
He plays when he sees number 1.

Place 2 on the pointers and say the rhyme:

Pointer plays till he is through;
He plays when he sees number 2.

THE STORY OF THE COUNTRY FENCE (Continued)

The Duck—

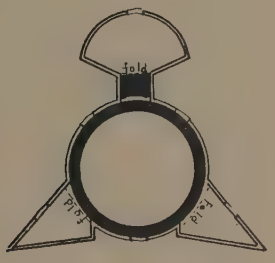
A Duck swam in a stream that ran under the back fence.

This little duck was a friend of the C and stayed with him all the time.

Did you ever see a duck? He has a very large bill.

Here is a rhyme about the duck.

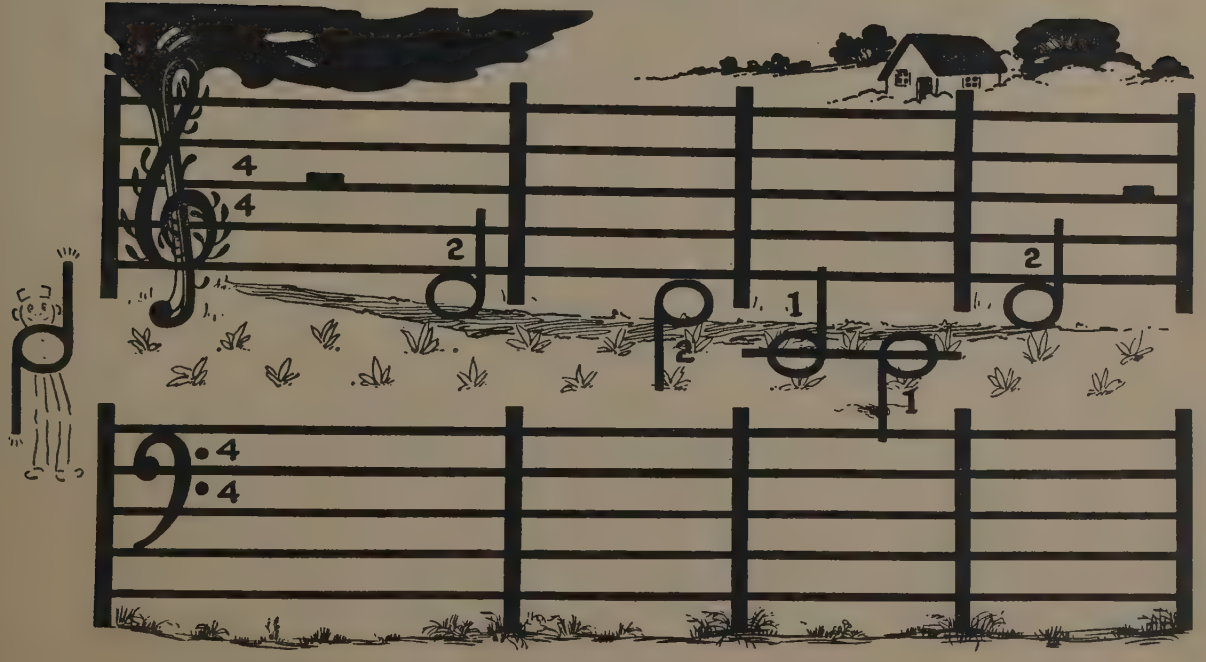
D—is for duck; his bill is immense;
He swims in the water under the fence.



The difference between the C and the D is that the C never goes in the water. That is why we put a line through his middle. It shows that the C is on the ground but the D is in the water.

Cut Along This Line.

Exercise Two



Sing I play C - C -D-

Cut Along This Line.

Draw around the hands again and place 1 on the thumbs, 2 on the pointers,3 on the longmen, and say the rhyme for each.

Longman plays; it is such glee;
He plays when he sees number 3.

THE STORY OF THE COUNTRY FENCE (Continued)

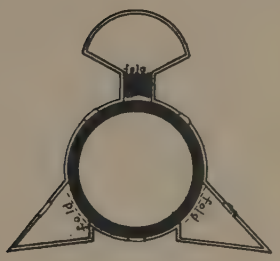
The Bumblebee—

While the C and D were visiting together under the back fence, a busy little bumblebee had made his home in a ground mouse's hole right under the C.

If you will look in the picture, you will see the bumblebee's hole in the garden.

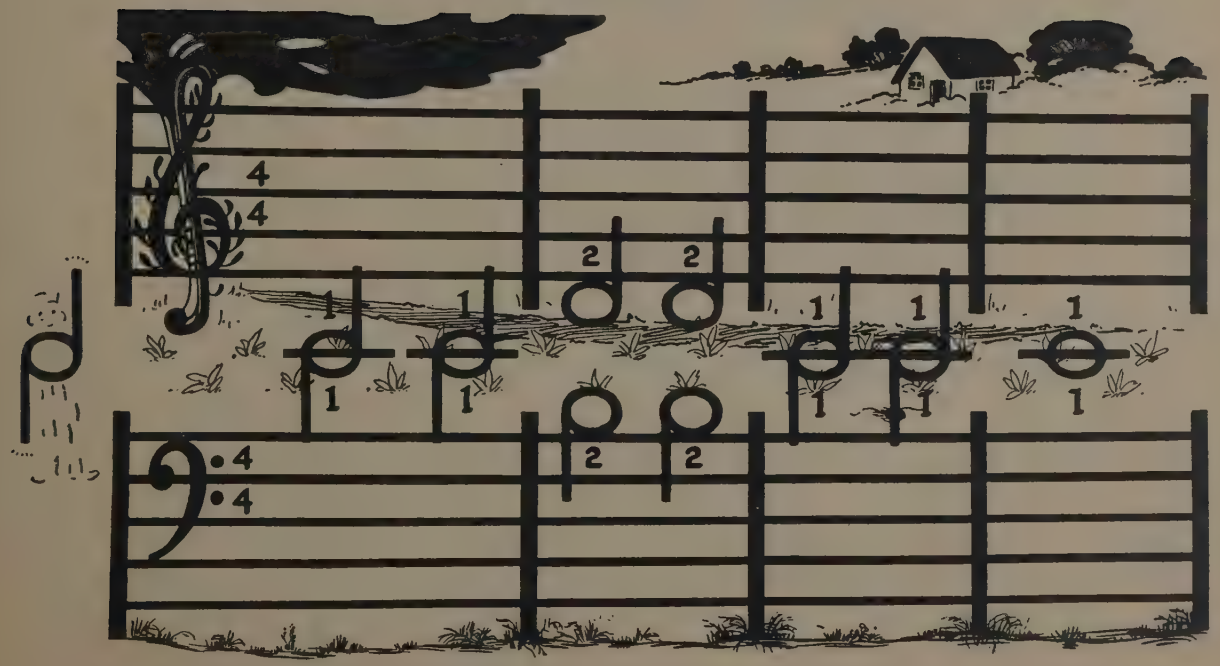
Here is a rhyme about the bumblebee.

B—is for bumblebee under the C;
He says Buzz, zz, zz, zz, zz, zze.



Cut Along This Line.

Exercise Three



Sing I play D - B - C and C

Cut Along This Line.

Draw around the hands again in the space below. Place 1 on the thumbs, 2 on the pointers, 3 on the longmen, 4 on the lazymen, and say the rhymes for all.

Lazyman plays, but he is sore;
He plays when he sees number 4.

THE STORY OF THE COUNTRY FENCE (Continued)

The Old Eagle—

An old eagle used to fly near the back fence to look for C's and D's to eat.

He saw the little C and D together and thought he would eat them.

He flew near and stopped on the first rail of the back fence.

The C and D were in their places under him.

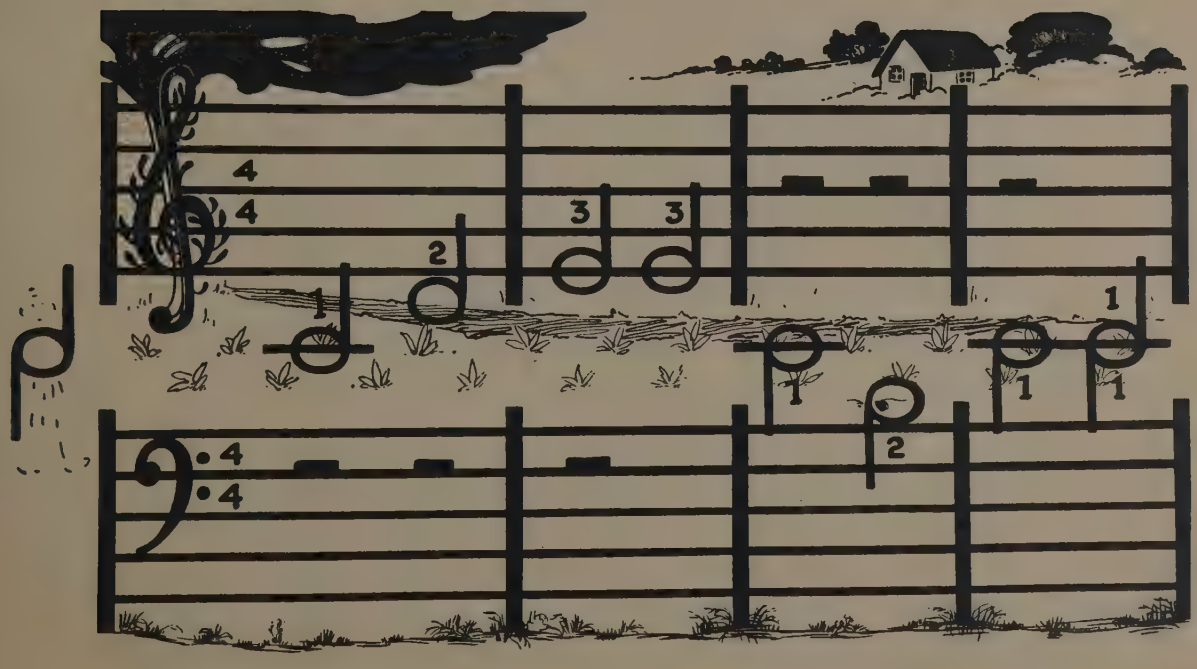
The C and D saw him and were afraid that he would eat them.

Here is a rhyme about the eagle.

E—is for eagle that flies towards the sun,
Then comes down to rail number one.

Cut Along This Line.

Exercise Four



Sing C - D - E note C - B - C note

Cut Along This Line.

Draw around the hands again and place 1 on the thumbs, 2 on the pointers, 3 on the longmen, 4 on the lazymen, 5 on the tiny baby fingers, and say the rhymes.

Tiny plays; he's sure alive;
He plays when he sees number 5.

This is the country fence
Where the little *Cut-outs* climb,
You'll find their right locations
By learning each one's
rhyme.

C

B

A

CUT ALONG DOTTED LINE

Cut Along This Line.

DIRECTIONS FOR THE USE OF THESE CUT-OUTS.

STEP 1—

Place this chart down on some smooth surface and use a sharp knife to cut along the dotted lines.

STEP 2—

For each lesson you will find one figure and one note. These are to be cut out by the teacher as the story is told or read.

STEP 3—

When the numbers for the fingers are learned and the puzzle has been used according to its directions, the child is ready to use this chart and the cut-outs.

MODE OF PRESENTATION

(The chart is placed on the piano as a sheet of music.)

A—Place each cut-out figure on the fence chart, a lesson at a time, where the rhyme tells you. Middle C's location is indicated.

B—Place the cut-out note beside it.

C—Take the cut-out figure off the chart and find its location on the keyboard, middle register, according to the puzzle guide.

D—After the child has located the key on the piano which belongs to the little figure, have him find the corresponding tone in a higher or lower pitch.

There will be many C's and D's and the child will enjoy finding them.

E—Always come back to the middle register, for it is here the plot for our story is laid.

F—After all this has been accomplished, place the little tone picture before the child and let him observe for himself what he sees in the picture.

G—The things he must see in the picture are:

1, the note.
2, the number showing the finger to be used.

(He will doubtless observe the farmer's house, the little note man indicating the use of right and left hands, and other things, but the two mentioned are to be the most important.)

H—Have the child place his hands in the good position he has learned, then let him look at the tone picture (exercise) and play it while the teacher sings the words.
Finally the child may play and sing the piece.

(Always encourage the child in every effort.)

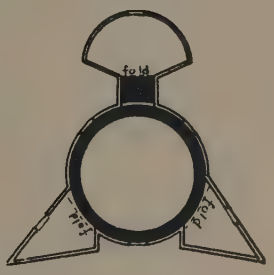
Each exercise is to be cut along the dotted line. This will make a complete book of exercises for the child when the story is finished.

THE STORY OF THE COUNTRY FENCE (Continued)

The Jolly Farmer—

When the C and the D saw the old E sitting on the first rail of the back fence so near them, they called as loud as they could so the farmer would hear them and come and shoot the old E.

The farmer came running as fast as he could. He sneaked up behind the old E and put his head through at the first space of the back fence, right next to the old E.

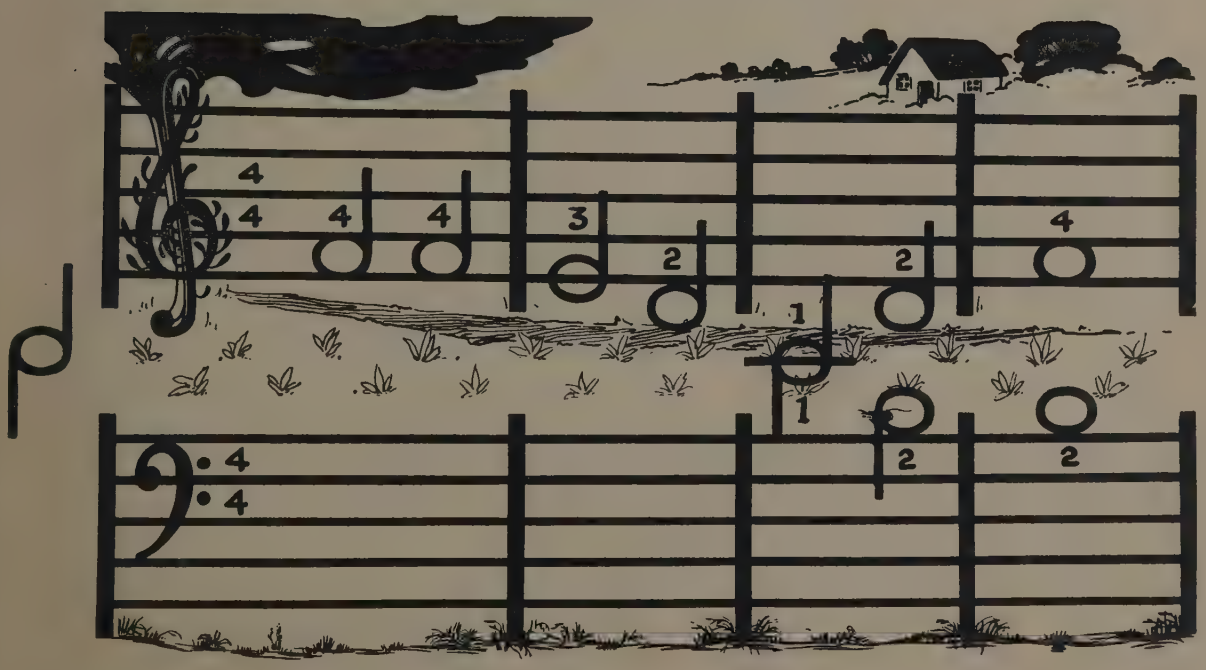


Here is a rhyme about the jolly farmer.

F—is for farmer who owns the place;
He peeks through at the very first space.

Cut Along This Line.

Exercise Five



Sing See the F note peek ing through

Cut Along This Line.

Draw around the hands again. Let the child tell you what number to put on each finger.

THE STORY OF THE COUNTRY FENCE (Continued)

The Good Old Gun—

What do you suppose the F brought with him and put on the second rail of the fence?

He brought his gun.

He could not find room for the gun in the first space with his head so he had to put it on the second rail where he could keep his hand on it all the time.

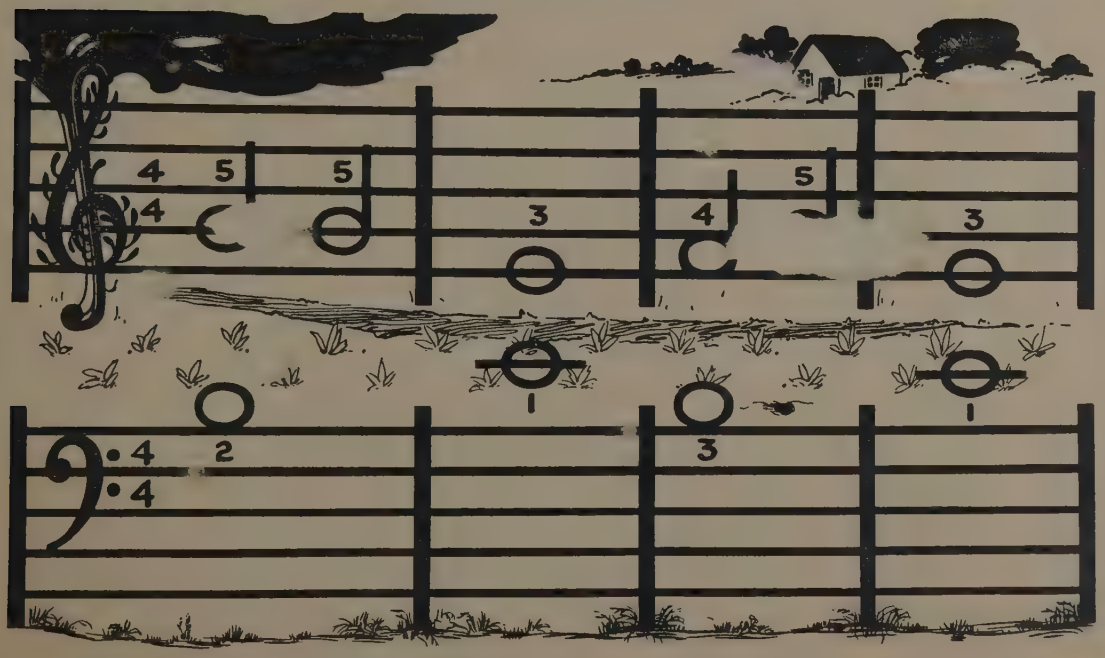
The old E grew pale with fear, and shook and shook.

Here is a rhyme about the gun

G—is for gun on the second rail;
It makes the E look very pale.

Cut Along This Line.

Exercise Six



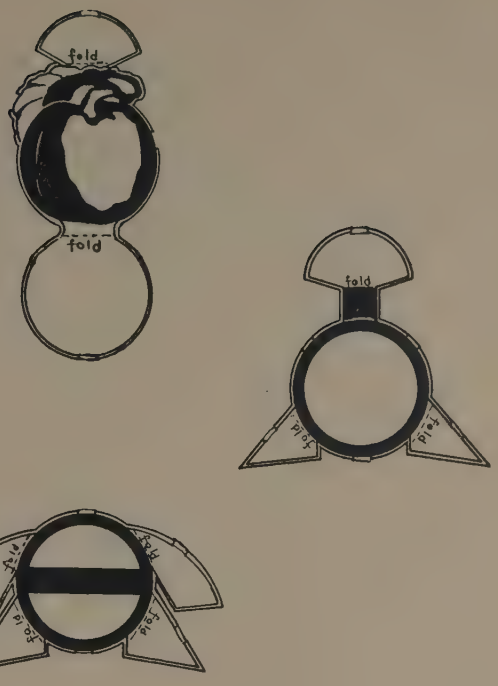
Sing F keeps G near I see

Cut Along This Line.

Draw around the hands again.

Again let the child tell you the numbers for the fingers which you place on the drawings.

THE STORY OF THE COUNTRY FENCE (Continued)



The Apples—

When the F saw the old E on the first rail of the back fence he raised his G and pointed it at him.

Bang! went the G, but a funny thing happened.

The F had left a rag in the G when he cleaned it, and this rag flew out and hit the apple tree.

Down came the apples.

Some fell in the garden but one caught on the back fence and one on the front fence.

Here is a rhyme about the apples.

A—is for apple, back fence, space two;
But on the front fence the top rail will do.

Cut Along This Line.

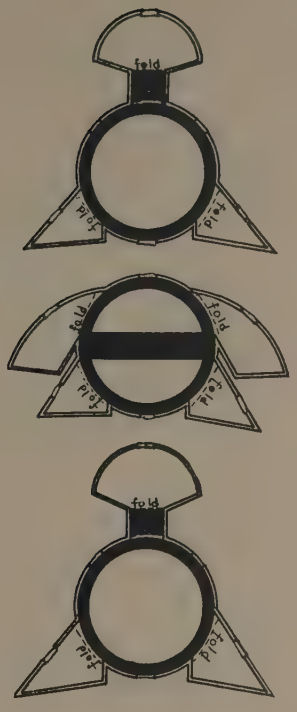
Exercise Seven

Sing Ap-ples ap-ples fall-ing fall-ing

Cut Along This Line.

Draw around the hands again. Let the child place the numbers on the fingers as he did before. Keep the picture of the hands with the finger numbers constantly before the child.

THE STORY OF THE COUNTRY FENCE (Continued)



The C, D and E fly—

The loud Bang! of the G scared the little C and D as well as the E and they all flew up on the back fence.

The F looked all around for them and saw where they were.

He said to himself, "How shall I know where the little C is?"

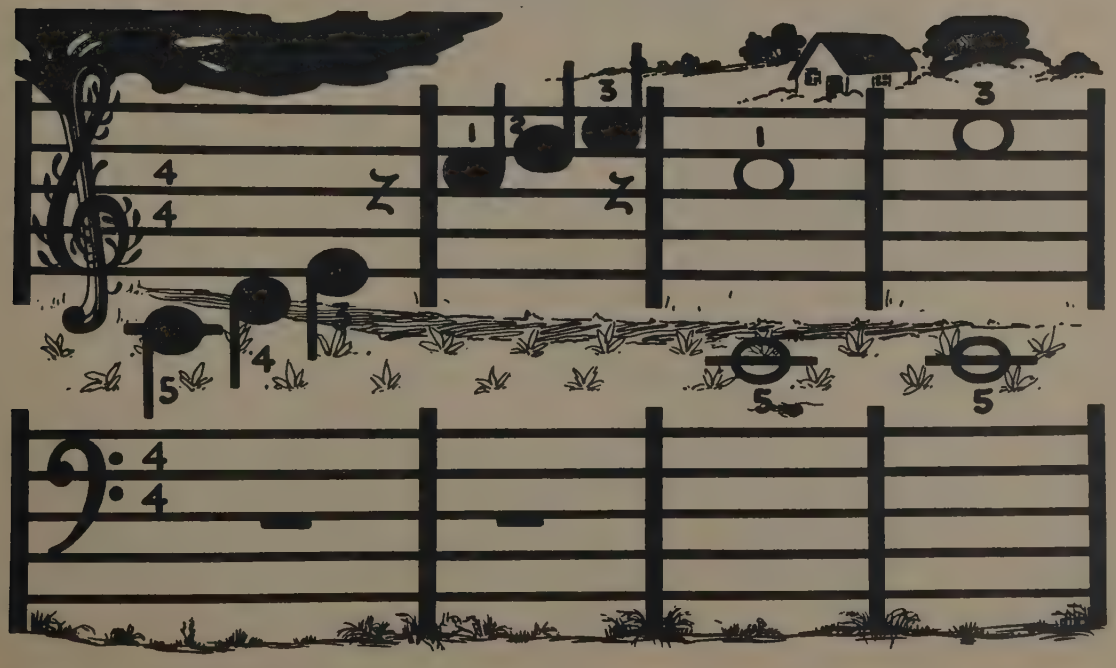
Then he said this rhyme.

Oh, dear, what can the matter be?
Three spaces up finds the little C.

He could see the D on the next line above the C's space. The old E was right next to the D so he could eat him.

Cut Along This Line.

Exercise Nine



Sing C D E jump and fly up high

Cut Along This Line.

Draw around the hands as before, and let the child number his fingers.
Have the child see if he can say all the finger rhymes.

THE STORY OF THE COUNTRY FENCE (Continued)

The F climbs the fence—

When the F saw the C, D and E fly to the back fence, he knew that the E would eat them if he did not save them.

He took his G and climbed way up to the very top of the back fence right near the E.

Here is the rhyme about the F climbing up on the back fence.

The F climbs up to the very top line,
And hangs his head over where the view is fine.

Cut Along This Line.

Exercise Ten

Count 1 2 3 4 12 - 34 1.2.3.4 1.2.3.4

Cut Along This Line.

This space is for the outline drawings of the hands.

THE STORY OF THE COUNTRY FENCE
(Concluded)

The F would have shot the old E but found he had no more bullets. So he said, "Shoo" and scared him.

The E flew to the front fence and so did the C and D because they were scared when the F said "Shoo."

Then the E called from the front fence and said, "I want to be good. I will never eat the C or D if you will let me stay near them always."

The F was willing but he said, "One line on the front fence belongs to me and I shall mark it with my own mark."

To this day you can see the mark the F put on the front fence, and you can tell the F line because it has a dot on each side.

Here is the rhyme about the mark the F put on the front fence.

The F marked the front fence with quite a funny sign,
A backward C and one small dot each side of his F line.

The story ends like this: the F picked up the apples that fell in the garden and took them home to his wife to make apple pies.

Cut Along This Line.

Exercise Eleven

Sing 12 34 12 34 12 34 1234

Cut Along This Line.

Hands

This blank picture of the fence and garden is for the child to write what he knows.

Every child should begin early to write what he plays.

Place the child's name and age (Date of birth) above the work he does.

The little book may be kept for him to show his children.

Cut Along This Line.

Child's name.....Age.....

WHEN THE STORY AND DIRECTIONS ARE OBEYED AND THIS LINE CUT YOU WILL HAVE A COMPLETE BOOK.

THE FINGER RHYMES

Thumbkin plays; it is such fun;
He plays when he sees number 1.

Pointer plays till he is through;
He plays when he sees number 2.

Longman plays; it is such glee;
He plays when he sees number 3.

Lazyman plays, but he is sore;
He plays when he sees number 4.

Tiny plays; he's sure alive;
He plays when he sees number 5.

Cut Along This Line.

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